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ABSTRACT

Multicultural education, as defined by the author, is an organizational approach to integrating existing curriculum such as social studies and English with materials, ideas, strategies, and techniques which reflect the contributions, history, customs, and aspirations of ethnic groups. A multicultural approach to teaching can help students learn to understand and accept minorities and themselves, recognize the inherent worth of every individual, and understand and appreciate the individual differences in people. Before using the model presented, school districts should establish a human relations department familiar with curriculum development; develop a curriculum committee representing administrators, teachers, and community persons; and solicit support and commitment from the district superintendent. A statement of objectives for a multicultural curriculum should be developed. The model has two major phases. Phase I describes the functions and responsibilities of the District Advisory Committee, the Human Relations Department, social studies and English teachers who write the curriculum, the Review Committee, and the Board of Trustees. The second phase of the model involves in-service training, pilot testing, curriculum evaluation, rewriting, and implementation. (RM)

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A MODEL FOR IMPLEMENTING A MULTICULTURAL CURRICULUM - WHY? HOW?
REVISED
by

EDWARD J. VALEAU
1979

Multicultural education, as defined by me, is an organizational approach to integrating existing curriculum with materials, ideas, strategies and techniques which reflect the contributions, history, customs and aspirations of ethnic groups. It is not and should not be a concept far removed from the importance of education to all students. It is not a one week approach during the year, nor is it an appeasement for various pressure groups. Multicultural

education is an integrative process designed to bring truth to existing curriculums. The uniqueness and beauty of each group is represented through a detailed analysis of their contributions, failures and sufferings in the making of America.

Multicultural education, unlike ethnic studies, has a cosmic ingredient that will be needed in the years to come if we continue to move toward a pluralistic system. (It should be made clear that ethnic studies should still be a functional element in our educational system because it provides each student with a comprehensive understanding of his/her own ethnic group.) Multicultural education today and tomorrow is relevant for all students and Anglo students in particular. "Anglo children are being cheated in our schools when they master only one language, when they learn about only one side of American history, when they are exposed to only one musical tradition, when they read only one kind of literature, when they experience only one approach to the visual arts and when they are exposed to a curriculum which has no deep roots in the soil of their region."[1]

Forbes' statement appears to exemplify the problem that is common to many school districts and schools which have neglected to provide a true picture of the offerings, contributions and issues of groups that have not fully participated in the "American dream" idea. Many groups, as was anticipated by some, were not socialized into the melting pot theory. It is certain that these groups aspired to the theory. It is certain that these groups aspired to the theory, but were blatantly denied access in many instances. The development of programs such as Multicultural education has thus become crucial to almost ensuring students' exposure to each other positively and early in their education. With this approach, it is envisioned that attitudes and behavior over the years will change. This change will be evidenced by majority people being aware of themselves as well as other groups.

As the visionary Banks says, "We need to help students to become more ethnically literate and, consequently, more tolerant of cultural differences."[2]

The necessity of a Multicultural approach to education is witnessed by looking at curriculums that exist in schools today. They distort the truth, they present what the majority society dictates, they build cultural pride in only one group, they reject, by and large, the actual cultural truths of others. Students, whether they are Afro-Americans living in New York or in the Watts district of Los Angeles, or whether they are white students living in Beverly Hills, need to seriously "study all ethnic minority cultures because they are an integral part of American life. . ."[3] We can ill afford to continue to tamper with the miseducation of students. Our future existence, I predict, lies in Banks' statement that students "must master the facts, concepts, generalizations and theories which they need to understand and interpret events which are related to intergroup and intragroup interactions and tensions."[4]

Unlike other students who have gone through our educational systems, students today need a break. We must zero in on providing a new kind of service to the "new" student. Education, from a Multicultural approach, is capable of helping man to understand the uniqueness and beauty of his fellowman, colleague, friend and neighbor. As Caldwell says, "A prime obstacle to human survival is the fact that each part of the whole knows too little about the other parts to cooperate effectively for the welfare of mankind."[5] If we can adequately and effectively develop and implement a Multicultural approach to teaching, we could minimize the fact that we know so little of each other so that "when students study ethnic content they become more apt to consider ethnic minority persons humans and develop a more sophisticated understanding of their own life styles."[6]

A prime force in the development of a Multicultural education is the teacher. Numerous studies have shown that teachers play an important role in

the students' growth pattern. In many cases, students are concerned with (1) pleasing the teacher and (2) emulating the teacher. The former in most cases is easily accomplished. However, the latter is quite difficult, particularly if a student is Black, Chicano, etc. and identifies with a specific minority culture. There frequently ensues a silent clash between he and the teacher. First of all, this clash occurs because of value differences; secondly, the teacher often represents an element of the dominant society that represents suppression and thirdly, the teacher's approach to teaching may never reflect the cultural and historical aspects of the group that the student identifies with.

A careful analysis shows that the third item in the above paragraph is essential because of too many instances where the schools' attitude toward the minority group is reflected in the sort of condescending attitude displayed in the curriculum (i.e. special times to celebrate Negro history week, Cinco de Mayo Day, etc.). The minority group child's culture and/or history is neither enmeshed in the existing curriculum nor is it studied with any diligence. Very little information is given and hardly any research is required. Thus the teacher, in many cases, is perceived not as a carrier or facilitator of accurate information, but more as a deterrent. As the prolific writer Jack Forbes says, "School personnel in the United States, if they intend to deal successfully with the education of the culturally different must abandon their irreverent attack upon the cultures of these populations."[7]

I contend that this attack is reflected in the absence of a Multicultural curriculum and the exclusion of ethnic content in most curriculum course offerings. It is reflected in the credentialling requirements of teachers; it is reflected in the negligence of Multicultural in-service training education in school districts. It is reflected in many teachers' attitudes toward the development and implementation of a Multicultural approach to teaching. Lastly,

it is reflected in the kind of training teachers receive in the institutions of higher learning. Oliver J. Caldwell, writing in Phi Delta Kappa, adequately said, "We need a national approach to intercultural education which will focus on the problems, tradition, histories, achievements and cultures of . . . non-wasp minorities. We cannot ignore the cultural and geographic origins of black men any more than we can ignore ourselves. If we care to address the issues involved, how do we proceed?"[8]

It is well to talk about Multicultural curriculum and activities, but how do you develop a Multicultural curriculum? This question looms in the minds of many administrators, board members and educators. Also, in education, it frightens a significant number of people. Understanding that there is no one approach nor is the development of an organizational approach the panacea, I submit a model developed for a California High School District by myself and Glen Toney, Director of Human Relations for the Palo Alto Unified School District.

Before exploring the model, it should be understood that many educators will face some resistance in attempting this model. Therefore, it is recommended that (1) a viable human relations department be established, (2) a particular element in that department be familiar with curriculum development, (3) a curriculum committee representing the administrators, teachers and community people be developed and (4) adequate support and commitment from the superintendent be known to the district.

At the onset, the developer should be quite familiar with (1) the district's previous attempts in Multicultural curriculum, (2) the district's educational goals and objectives, (3) those goals and objectives that are appropriate for a Multicultural curriculum and basic to the human relations department, and (4) disciplines that are easily integrated and are required for graduation.

Required courses should be dealt with initially in order to ensure the

continued development and implementation of the Multicultural program and to ensure that all students are exposed to pluralism. Elective courses may be dealt with at a later date.

English and Social Studies are suggested as an introductory point for Multicultural curriculum because of the number of areas, disciplines and cultures involved.

In the case of the district where this process is in operation, seven of the district's adopted educational goals were basic to the Human Relations Department and a Multicultural curriculum. For brevity, only four will be cited.

1.0 Know the many forms in which communication occurs and communicate effectively.

2.0 Understand and accept themselves and others.

3.0 Are aware of and sensitive to value systems.

4.0 Realize the Role of Education in Human Progress [9]

In each of the above goals, there were related educational expectancies in which each individual student educated to the goal would be able to perform in a certain manner. For example, in 3.0 Understand and Accept Themselves and Others, each individual educated to this goal should be able to:

1. Consider himself to be a worthwhile individual.
2. Recognize the inherent worth of every individual.
3. Take into account individual differences in people.
4. Understand that economic, cultural and social influences that cause individuals and groups to think and act in diverse ways.

As we can see, it is unnecessary to create new steps, goals and objectives for a Multicultural curriculum. The structure in many districts already exists with expectancies designed for an integrated curriculum.

A statement of objectives for a Multicultural curriculum should be

developed (for brevity, only a few will be presented from the model).

1. Cognitive

   a. To develop an understanding of the interrelationship between geographic background and the development of cultural institutions history and economics.

   b. To develop insight into the thought and feelings of people of different ethnic backgrounds.

   c. To develop an understanding of the basic cultural, political and social changes taking place in the Western world.

   d. Etc.

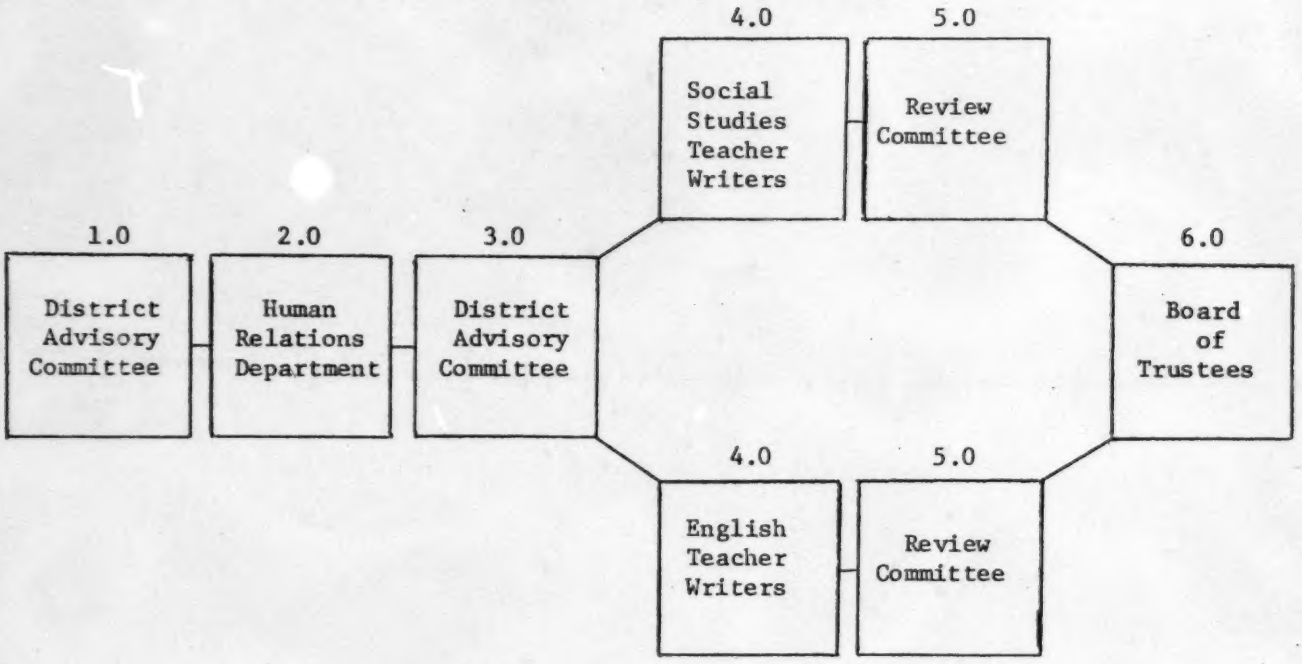
2. Affective

   a. Understand diverse cultural situations and characteristics of the Asian, Black, Mexican and Native American in particular.

   b. To develop a willingness to listen to and to respect varying points of view.

   c. To develop ways for students and teachers to become actively involved in contributing to better intergroup relations.

The following model is one approach to the development of a Multicultural curriculum and is designed to point out steps and processes to achieve a Multicultural curriculum. It involv s the exposure to various decision-making agencies. It is a flexible plan in that it allows students, teachers and administrators opportunities to modify it so that it fits into the curriculum throughout the district. We can view the model as a circle because each step can be reversed for effectiveness.



Within the model, there should exist a clear understanding of functions and responsibilities. For this purpose, each component in the following pages is broken down. This approach insures a kind of participatory involvement. It give contributors, as Glen Toney, Director of Multicultural Education in the Palo Alto Unified School District says, "a sense of ownership in the curriculum." It almost guarantees that individuals will work hard to see their efforts become a reality.

IMPLEMENTATION OF PROCESS MODEL I

1.0 District Advisory Committee

1.1 Provide general directions for the program.

1.1.1 To advise the Human Relations Department in developing a program that can be integrated into the existing curriculum offerings.

1.1.2 To advise to insure that the objectives and goals of the Human Relations program are compatible with the existing

district expectancies.

1.1.3 To advise that the program will treat the history, experiences, and contributions of ethnic and/or racial minorities in the United States within the regular framework of the existing curriculum.

1.1.4 To help provide a broad base of support for the program.

2.0 Human Relations Department

2.1 Responsible for developing a design to organize and implement the general directions provided by the District Advisory Committee.

2.1.1 Meet with the departments to gather input for the design and implementation of the program.

2.1.2 Elicit support of departments.

2.2 Develop criteria for consultants (hiring consultants)

2.2.1 Knowledge of organization skills in district level

2.2.2 Knowledge of racial minorities

2.2.3 See addendum

2.3 Develop criteria for teacher-writers (hiring)

2.3.1 Knowledge of district expectancies

2.3.2 Knowledge of racial minorities

2.3.3 Ability to write curriculum outline based on either the inquiry method, temper format, learning status, etc.

2.3.4 Working knowledge of goals and objectives for English, Social Studies and the Human Relations Department

3.0 District Advisory Committee Review

3.1 Review proposed Multicultural Curriculum Development Plan

3.1.1 Approve, modify or reject goals and objectives of the Multicultural Curriculum Plan

4.0 Review Committees

4.1 Establish two review committees, one for the Social Studies material and the other for English.

4.1.1 Social Studies Review Team Composition is as follows: Human Relations Representative, District Curriculum Person, English Department Head, 4 English teachers and 4 students (3 minority and 1 majority)

4.2 Review lesson plans developed by teacher-writer (content and structure, evaluation goals and objectives)

4.2.1 Make suggestions that will strengthen the material

4.2.2 Pass suggestions back to teacher-writer through Human Relations representative

At this juncture, one cannot assume that the model for Multicultural education is complete and workable. There must be some key investments in the development of the in-service training component, the pilot component, the evaluation and the rewrite.

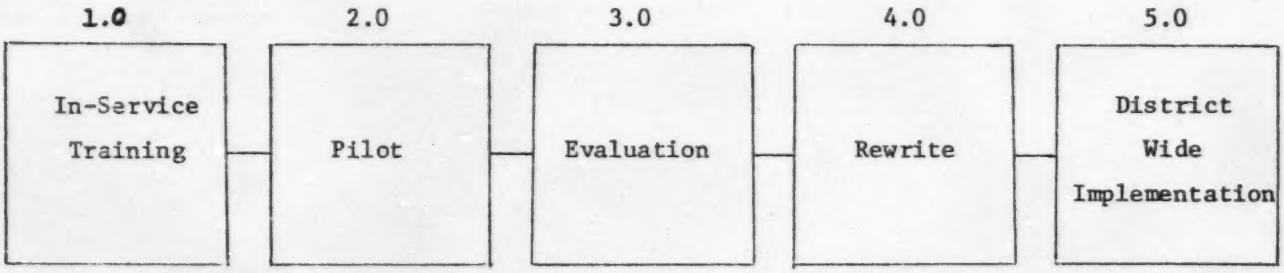
Before one can ask teachers to undergo a re-analysis of their present attitudes and curriculum structure, one must provide them with meaningful support. This emerges in the way we assist teachers in Multicultural curriculum writing, methodologies in teaching, locating and understanding the resources available and developing an awareness of the history and culture of all groups.

A pilot program is essential to this type of model, because it is here that many problems can be solved, questions can be answered and teachers can observe successes and failures. It is one of the junctures where students, teachers, parents and administrators have a chance to give input which will cause the total program to move easily at the implementation stage.

The rewrite is a testimony to the pilot. It enables the curriculum

writers to modify, delete and add to the overall construct.

The following is process model II. Its purpose is to facilitate the implementation of the curriculum. It aids in testing the curriculum in terms of student exposure, teacher usage, goals and objectives as developed by the writers. Further, it lends guidance to many teachers and department chairmen who are presently offering Multi-ethnic courses.



IMPLEMENTATION OF PROCESS MODEL II

1.0 In-Service Training - designed to provide further insight into minority problems and to help teachers become aware of multi-ethnic materials and how to use these materials in classroom instruction.

1.1 Personnel Involved

1.1.1 Teachers

1.1.2 Department Heads of English and Social Studies

1.1.3 Superintendent and Board Members

1.2 Areas of Concentration for In-Service Training

1.2.1 Affective: Attitude

1.2.2 Cognitive: Knowledge of the material

1.2.3 Behavior - Modification of behavior and instructional techniques

1.3 Purpose of In-Service Training

1.3.1 To insure that school staffs sensitively understand the

specific educational needs of all students in the district regarding multicultural education

1.3.2 To enable the staff to communicate more effectively with all students, especially with students of different cultural and economic backgrounds

1.3.3 To see as an end product a sense of multicultural understanding by the faculty of the district

1.4 Methods Used to Conduct an In-Service Program

1.4.1 Role playing, simulation games, films, etc.

1.4.2 Small group sessions

1.5 Provide follow-up meetings to work on problems that are peculiar to high schools that are racially integrated (counseling, classroom problems, etc.)

2.0 Pilot program for developed goals and objectives of the Multicultural curriculum

2.1 Select schools and/or teachers to be involved in the pilot program (English and Social Studies)

2.2 In-service staff (see 1.0)

2.3 Presents a list of the material

2.4 Teacher

3.0 Evaluation (developed by the teacher-writer, Program Planning Department,

3.1 Teacher evaluation of the content, goals and objectives of the lessons presented

3.1.1 Questionnaire form to evaluate the instructional methodology. Suggestions in curriculum

3.1.2 Random sampling of students attitudes toward materials and concepts presented

3.2 Student Evaluation

3.2.1 Pre and Post Cognitive Tests (content) developed by teacher-writer (measures the objectives of the program) as centered on district goals and objectives

3.2.2 Pre and Post Attitude Tests to measure for change in attitude of majority students toward minority students; minority students toward majority students; and minority students toward themselves (developed with district psychologists).

3.2.3 Student Questionnaire to allow for student feedback of the program (recommend changes from their perspectives)

4.0 Rewrite - based on teacher and student evaluation. The teacher-writers will modify programs in order to improve them both on the cognitive and affective levels (one year).

5.0 District-Wide Implementation for History and English

Many models are available on how to develop a Multicultural education program. The test of any model, however, is how it is modified to fit particular district needs. Obviously, you must have some of the ingredients in the model present if you are to achieve minimum success.

The information shared in this paper focused on the following:

1. Why there is a need for a Multicultural program.
2. How to develop a process to achieve a Multicultural program.
3. A detailed analysis of the function of each component in the model.

The inevitable test of such a model is your own personal fortitude and commitment to making Multicultural education a reality in your district, in your school and in your classroom. Cultural pluralism is alive and real; if we stand still it will swallow us up and we will see ourselves in the future as we saw ourselves in the aftermath of 1968...misunderstanding, chaos, uncertainty, guilt and violence...are we ready for that?

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